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| **Date of planning**: 18/01/2025  **Date of teaching:** 20/01/2025 | **UNIT 7: TELEVISION**  **Peroid 55: Lesson 1: GETTING STARTED**  **What’s on today?** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - TV programmes  **Pronunciation:**  Sounds: ***/θ /*** and **/ð/**  **Grammar**  - *Wh - questions*  - *Con junctions in compound sentences: and, but, so.* | **Skills:**  - Reading a TV guide.  - Talking about a favourite TV programme.  - Listening about different TV programme.  - Writing a paragraph about TV-viewing habits.  **Everyday English**  Asking for and giving information about TV programme. |

**I. OBJECTIVES: \* By the end of this unit, students will be able to: (***Over all***)**

- use the words related to TV programmes and people;

- pronounce the sounds ***/θ /*** and **/ð/** correctly;

- use wh-question words to make questions;

- use conjunctions to connect and clauses in compound sentences;

- ask for and give information about TV programmes;

- read for general and specific information about a TV guide;

- talk about a favourite TV programme;

- listen for specific information about different TV programmes;

- write a paragraph about TV-watching habits

**1. Knowledge:**

- To introduce topic of the lesson *Our Tet holiday*. To teach listening and reading.

+ Vocabulary: - use the words related to TV programmes and people*;* **new words** *: music talent; animated films; cartoons; clever; character; channel; educational.*

*-* To pronounce the sounds**/ θ /**and **/ð/** correctly;

+ Grammar: - use wh-question words to make questions;

- use conjunctions to connect and clauses in compound sentences;

**2. Competence:S**tudents will be able to pratice listening and reading the conversation between phong and Hung about TV programmes they like best.

**3. Quality/ behavior :-** the likes and dislikes TV programmes in their free time. Having a serious behavior toward asking and giving informations about TV programmes , game shows and characters.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, ….

- Work Arrangements: T-Ss , group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (3’-5’)** | | |
| **Aims:**  **– To create an active atmosphere in the class before the lesson;**  **– To give the teacher and Ss a chance to introduce themselves;**  **– To lead into the new unit.**  **\* Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions … | | |
| **Teacher’s & Student’s activities** | **Content** | |
| **+ Greeting**  **+ Ask Ss some questions about class and do the tasks.**  - Review the previous unit before Ss open their books. Organise a short If you remember game to revise how other countries celebrate their New Years. For example, T can say throwing water on other people and Ss respond ***Thailand***. Continue with about 4-5 countries Ss have learnt from Unit 6.  Create a spider web.  - To start the lesson, write the word TELEVISION in the centre of the web and ask Ss to call out words related to the topic.  - T may allow them to give Vietnamese words and ask other Ss in the class for the English equivalent. Then write in the corner of the board a list of the words Ss don't know and ask them to keep a record for later reference when the unit finishes.  - T can list the words in a corner of the board.  - Ask Ss to open their books to page 6 . Draw their attention to the yellow box and introduce what they are going to learn in this unit. | **+ Greeting**  **-T\_Ss**  - Students **(Ss)** listen and learn how to do it .  - Answer the teacher’s questions and enquirements.  + Students **(Ss)** listen and learn how to do the tasks.  - Open their book and write . | |
| **2. PRESENTATION/ NEW LESSON (12’)** | | |
| ACTIVITY 1:  **Aim: To set the context for the introductory text;**  **- To introduce the topic of the unit.**  **\* Content:** Listen and read conversation to be used to the vocabulary; new grammar points.  **\* Outcome:** Reading practice. Finding out new words; Ss become familiar with thenew language items.  **\* Organisation :** ..… | | |
| **Teacher’s & Student’s activities** | **Content** | |
| **1. Listen and read.**  - To introduce the topic of the unit.  - Set the context for the introductory text: Ask Ss to look at the title of the conversation and the picture. - Ask them some questions like:  *What do you think they are talking about?*  *Do you like watching TV? Why/ Why not?*  *How many hours a day do you watch TV?*  *• What channel/programme do you like best?*  *• ...*  - Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit's topic while they are listening and reading.  - Invite some pairs of Ss to read the dialogue aloud.  - Ask Ss what exactly Phong and Hung are talking about. Now confirm the correct answer. (They are talking about their favourite TV programmes.)  - Have Ss say the words in the text that they think are related to the topic Television. Quickly write the words on one part of the board.  - **Quickly teach / introduce the new words** if have  **\*) Teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * providing explanations of the words; * showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  + Take note.  - Call on some pairs of Ss to read the conversation aloud.  - Comment on Ss'answers. | **1. Listen and read.**   |  |  | | --- | --- | |  |  |   **-T\_Ss**  - Listen carefully to the context .  - Answer the teacher’s questions.  - Listen carefully and read aloud.  **\* Vocabulary**  - cartoon (n) phim hoạt hình  - show (n) cuôc thi, buổi biểu diễn  - animated (adj) (– film) phim hoạt hình  - character (n) nhân vật  - channel (n) Kênh (truyền hình)  - educational (adj) mang tính giáo dục…  **- Take note**.  - Copy | |
| **3. PRACTICE (18’)** | | |
| ACTIVITY 2:  **Aim: To help Ss focus on the topic of the lesson.**  **\* Content:** Listen and read the conversation again and choose the correct answer.  **\* Outcome:** Understanding deeply more the content of the conversation.  **\* Organisation :** Following clear instructions.. | | |
| **Teacher’s & Student’s activities** | **Content** | |
| **2. Choose the correct answer A,B or C.**  - Ask Ss to read the questions carefully and choose the correct answers. Encourage them not to look back at the conversation.  - Allow Ss to work in pairs if they would like to.  - Check their answers as a class. Show them where in the conversation to find the answers.  - Explain the meaning of some words if necessary. Ss practise saying the sentences together.  - T gives the correct answers.  - Confirm the correct answers. | **2. Choose the correct answer A,B or C.**  **-T\_Ss**  - Listen carefully to the instructions  - Follow the teacher’s instructions  - Give the answers and check.  **\* Key:**  **1. C 2. A 3. A 4. A** | |
| ACTIVITY 3:  **Aim: To help Ss learn the names of some TV programmes.**  **\* Content:** Read and Match learn the names of TV programmes  **\* Outcome:** Ss can match correctly and learn some TV programmes.  **\* Organisation :** … | | |
| **3. Read the conversation again and match 1-5 with a-e.**  - Encourage Ss to do this activity without looking back at the conversation. If they cannot, let them read the conversation again to find the answers.  - Allow Ss to work in pairs if they would like to.  - Check the answers as a class.  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board.  - Allow Ss to share answers before discussing as a class.  - T gives correct answer | **3. Read the conversation again and match 1-5 with a-e.**  **-T\_Ss**  - Learn how to do it  - Ss to work in pairs  - Compare the answers  - Give the answers.  - Copy them  \*Key :  **1**. c  **2**. a  **3**. e **4**. b **5**. d | |
| ACTIVITY 4:  **Aim: To help Ss focus on the use of adjectives to describe TV programmes and characters.**  **\* Content:** Listen and read the conversation and write the adjectives which describe theprogrammes  **\* Outcome:** Ss can describe the programmes and characters.  **\* Organisation :** … | | |
| **4. Find and write the agjectives in the conversation which describe the programmes and characters below.**  - Ask Ss to work independently. Guide them to look back at the conversation and find where the names of the programmes / character appear.  - Allow Ss to share their answers and discuss.  - Check the answers as a class  Confirm the correct answers. | **4. Find and write the agjectives in the conversation which describe the programmes and characters below.**  - Listen carefully and learn how to do.  **- Work independently**  - Ss do themselves. Give the answers    **Key : 1.** interesting **2**. wonderful  **3.** clever **4**. educational | |
| **4. PRODUCTION/ APPLICATION (8’)** | | |
| ACTIVITY 5:  **Aim:** **To help Ss talk about what TV programme(s) they like.**  **\* Content:** Interview their partners about favourite TV programmes and report them.  **\* Outcome:** Ss can report their favourite TV programmes.  **\* Organisation :**... | | |
| **Teacher’s & Student’s activities** | **Content** | |
| **5. Work in groups. Interview your partners about their favourite TV programmes and report to the class.**  - T can demonstrate by talking about his / her favourite programme(s) first. *For example*: *I like films about animals in faraway countries like Kenya or India. They are on the Animal Planet.*  - Then allow Ss some time to discuss in groups before deciding on the programmes they like.  - Each group then shares their answers by reading them aloud to the class. The class votes for the group with the most interesting answers.  - Go round and help if needed.  - Call on some Ss to stand up and read their words.  - The class listens and says if it's related to Tet or not. | | **5. Work in groups. Interview your partners about their favourite TV programmes and report to the class.**  - Listen carefully and learn how to do.  **- Group works**  - Ss play game  - Fulfil the tasks. |
| **5. WRAP-UP & HOMEWORK (2’)** | | |
| - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  - If there is a visualizer in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the wh-question words and conjunctions at the end, and tells Ss that they will learn these language points in the following lessons.  **\* HOMEWORK**  - Read again the conversation on page 6.  - Do more exercises in workbook.  - Prepare new lessons. | | |

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| **Teacher’s & Student’s activities** | **Content** |
| **5. Work in groups. Tell your group which programme in 4 you prefer and why?**  - Allow Ss about 3 minutes to refer to 4 and choose the programme they prefer. Encourage them to focus on the reasons why they like it.  - Ask Ss to work in groups and share their ideas. Each group then shares their answers with the class.  - Make comments and correct any mistakes if there are any.  - Choose some Ss to give a presentation to the class. | **5. Work in groups. Tell your group which programme in 4 you prefer and why?**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully.  **- Work in groups**  ***Example :***  I like *Let’s learn* because it has cute characters and *fun* song. |
| **5. WRAP-UP & HOME WORK (2’)**  \* Summarise the main points.  - Ss summarise what they have learnt in the lesson.  **\* HOME WORK**  - Practice talking about New Year in different countries.  - Do more exercises in workbook | |

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